

NEW JERSEY

2000-2001

Guidelines and
Application**BEST****PRACTICES**

Deadline for Application to County Office:
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	<u>Health Education</u> (Application is limited to one category. See page 3 for details.)		
Practice Name	<u>Basic First Aid/Recess Program</u>		
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)	

County	<u>Bergen</u>		
District (Proper Name)	<u>Wyckoff</u>		
Address	<u>241 Morse Avenue</u>		
	Street/P. O. Box		
	<u>Wyckoff, N.J. 07481</u>		
	City	Zip Code	
Telephone	<u>201-848-5701</u>	Fax <u>201-848-5695</u>	Email
Chief School Administrator	<u>James Bender Ph.D.</u>		
Nominated School #1 (Proper Name)	<u>Calvin Coolidge School</u>		
Address	<u>420 Grandview Avenue</u>		
	Street/P. O. Box		
	<u>Wyckoff, N.J. 07481</u>		
	City	Zip Code	
Telephone	<u>201-848-5710</u>	Fax <u>201-848-5719</u>	Email
Principal	<u>Richard Schuck Ed.D.</u>		
Program Developer(s)	<u>Janice K. Kochanek, R.N.</u>		
Application Prepared By	<u>Janice K. Kochanek, R.N.</u>		
Chief School Administrator's or Charter School Lead Person's Signature	<u>James Bender</u>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ☐ Yes ☐ No County Superintendent's Signature

James H. Graham

NEW JERSEY STATE DEPARTMENT OF EDUCATION

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

- RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
- USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
- Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
- KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages**. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
- The information on page 4 and the responses to statements must be copied on **one side of the page**. The information on pages 1 and 2 (if applicable) must be copied on **one side of the page**. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
- The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- The original and seven copies of the application must be submitted to the county superintendent of schools by **November 27, 2000**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels 5th _____ _____ _____ _____ _____	Practice Name <u>Basic First Aid/ Recess</u> <u>Program</u> Number of Schools with Practice <u>1</u> Number of Districts with Practice _____ Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Gifted and Talented Programs <input checked="" type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

- Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
- List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
- Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
- Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.

Best Practices

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

The practice is a fifth grade basic First Aid instructional program with optional/recess program that involves classroom instruction, videos used by the American Red Cross in their teaching program of First Aid, skill activities such as the application of splints, slings, and dressings to control bleeding and instruction in the Heimlich maneuver. The students are given a first aid booklet that was designed by the school nurse; this booklet covers the entire course offering and students keep them for reference.

During some of the classroom instruction, fifth graders work in pairs applying splints, slings, and bandages on a partner. The teacher checks each skill activity for proper application.

There is a final test, skill application test, and final evaluation of the course by the students. After the students take the classroom part of the program, they can volunteer to sign up to assist the nurse during their recess period for a two to four day experience in the nurse's office.

During the recess part of the program, the fifth grade students are asked to assess injured and ill students' complaints. They are asked to recommend treatment from their learning experience in class, and the nurse gives appropriate feedback. The students observe the nurse administering first aid care to the injured and/or ill students. The fifth grade students also document the injured or ill student's name, complaints, and care on a daily log.

This program is an innovative prototype of a popular community based course, *First Aid Basics*, sponsored by the American Red Cross. The school applicant is a certified American Red Cross instructor and teaches Adult CPR and First Aid to the districts' staff members. The program brings basic first aid information directly into the school by offering it to children and teaches in an age-appropriate manner that is conducive to learning. The hands-on activities make the program interesting and meaningful while enhancing the effectiveness of the information learned and practiced. The recess portion of the program complements the classroom instruction as it affords the student the experience of seeing emergency situations first hand, and allows the students to put their first aid knowledge into real life practice.

The objectives of the program are:

1. to provide first aid instruction to all fifth grade students and demonstrate the role the students can play in an emergency situation by learning the proper

emergency action plan before medical help is available.

2. to have fifth graders become acquainted with first aid equipment and how these supplies are utilized and applied properly for specific injuries.

3. to provide students with knowledge when helping a choking victim through proper skill demonstration and practice doing abdominal thrusts (Heimlich maneuver).

4. to provide proper instruction to students in order that they will be able to provide basic care for injury or illness to self or others until professional medical help is received.

5. to help students build self-worth and self-confidence by strengthening coping skills when faced with emergencies in an age appropriate manner.

6. to provide students with opportunities to practice their social skills by interacting with students who are ill or require first aid.

2. List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards*, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

These Core Curriculum Content Standards are addressed under the Comprehensive Health and Physical Education:

2.1 All students will learn health-promotion and disease prevention concepts and health-enhancing behaviors.

2.2 All students will learn health-enhancing personal, interpersonal, and life skills.

The Cross-Content Workplace Readiness Standards are:

1. All students will develop career planning and workplace readiness skills.

2. All students will demonstrate self-management skills.

3. All students will apply safety principles.

The practice addresses the above standards by affording the fifth grade students the opportunity to care for themselves and others in an emergency situation. The students learn to recognize when an emergency has occurred. They learn to follow the emergency action steps in an emergency, which is *Check, Call, Care*.

The students learn about different types of injuries, how to prevent them and how to care for them. The students learn the importance of having a first-aid kit readily available in their home and/or car. They are encouraged to inform their parents of the need to secure a first aid kit or to purchase one as a gift for their parents.

The students learn the importance of universal precautions and are shown the proper way of donning and removing gloves and the importance of good hand washing technique.

The recess part of the program demonstrates some of the responsibilities and requirements of a school nurse and how the nurse operates at work. A permission slip is sent home with students prior to the recess part of the program regarding parental and student consent to participate in the recess program

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent³ to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

The educational needs of the students are met by the program's emphasis on the value of responding properly to real life emergencies. The need for children to know what to do if faced with an emergency before medical help arrives is emphasized.

According to *Monthly Vital Statistics*, Vol.40, No 8, Supplement 2. Jan. 7, 1992, accidents are the leading cause of death from ages 0 to 44. Since some children will be faced with an emergency when they are alone, it's important for them to know how to recognize an emergency and how to respond appropriately. Fifth grade is an age appropriate time to teach children first aid as they are able to comprehend the concepts and are physically capable of performing the necessary first aid skills properly.

In addition, the intent of this program is to help fifth graders feel more confident in their ability to act appropriately in the event of an emergency. This is accomplished by giving them the practice they need to apply the principles of first aid through application of splints, slings and bandages. They also experience real life emergency situations requiring first aid while working in the nurse's office and are given the opportunity to express their knowledge learned from classroom instruction.

The educational needs of students are also met by using various teaching techniques to address the needs of the diverse learning styles of children. Those students who learn best by visual, auditory, kinesthetic, or interpersonal intelligences are addressed throughout the program offerings.

One of the assessments used is a First Aid test, which is part of the students final health grade for the marking period. The test basically covers everything they are taught in class.

At the completion of the test, the students are asked to complete an evaluation form with an optional name of the First Aid Instruction part of the program.

The other assessment is a pass/fail for the skill application portion. If any student fails the first time, they are given instruction again and repeat the skill application until they pass.

A tally sheet is used for the recess part of the program assessment; students keep track of how many times they accurately described the injury and the proper first aid treatment. The goal is for the student to obtain an 80% or better in order to be considered competent in first aid. If there were ten injuries seen over the 2 to 3 day work experience and the student responded correctly 8 out of ten times, the assessment would be 80% correct for that student. If the student received a lower percentage, the nurse would recommend that the student review notes and sign up for additional work experience in the nurse's office. The student is also given an evaluation form which evaluates the recess part of the program.

4. Describe how you would replicate the practice in another school and/or district.

The practice could be replicated in other schools very easily. The schools would purchase the first aid video from the American Red Cross for the classroom portion. The splints, dressings, and slings would be purchased at a medical supply store or pharmacy. The amount of supplies would have to be sufficient enough to supply half the students in the class with the necessary equipment as they work in pairs. The booklet would be supplied by the nurse who designed it for easy replication.

A tremendous amount of organization, preparation and hard work went into this program, but the outcome was extremely rewarding not only to the nurse, but also to the students, resulting in 100% positive feedback. The classroom part of the program required a total of 5 classroom instructional periods (30-40 minutes), once a week for 5 weeks.

The recess part of the program started after the classroom instruction ended and extended throughout the remainder of the year. Students were asked to sign up with a partner and provide the nurse with days of the week they were willing and able to work without other conflicts. Each student's schedule was then plugged into the nurse's master schedule and the master schedule was distributed to the fifth grade teachers to display in their classrooms. Students were responsible to keep track of the days they were assigned to work in the clinic.